

Australian Council for Educational Research (ACER)

**ACEReSearch**

---

Commonwealth Senior Scholarship  
Examination

ACER Archives

---

10-8-1964

## Comprehension and interpretation (humanities) 1964

ACER

Follow this and additional works at: <https://research.acer.edu.au/csse>



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

---

### Recommended Citation

ACER. (1964). Comprehension and interpretation (humanities) 1964. Australian Council for Educational Research. <https://research.acer.edu.au/csse/34>

This Assessment is brought to you by the ACER Archives at ACEReSearch. It has been accepted for inclusion in Commonwealth Senior Scholarship Examination by an authorized administrator of ACEReSearch. For more information, please contact [repository@acer.edu.au](mailto:repository@acer.edu.au).

--	--	--	--	--	--

## COMMONWEALTH SECONDARY SCHOLARSHIPS

EXAMINATION FOR TWO-YEAR SCHOLARSHIP 1965-66

**COMPREHENSION AND INTERPRETATION  
(HUMANITIES)**

Afternoon Session, Thursday, 8th October, 1964

Time allowed : 2 hours

---

**TEST BOOKLET. TO BE HANDED IN WITH YOUR ANSWER SHEET.**

---

INSTRUCTIONS TO CANDIDATES.

In this test you are required to study printed material, maps, diagrams, tables and pictures and to answer questions based on this material. There are 100 questions to be answered in two hours. You will obtain the best possible score if you observe the following points.

1. Work carefully through the questions in the order in which they are given.
2. Do not waste too much time on any one question ; if necessary go on to the next question and come back to the difficult ones later.
3. If you think you know an answer write it down even if you are not certain that you are correct.

ANSWERING

In most cases you will be required to select one answer from four or five alternatives, and to indicate your choice by writing the appropriate letter on the Answer Sheet.

In other cases you may be asked to select more than one alternative. In such cases you will show your answer by writing a letter and a number, or two or three letters.

If you want to change an answer, cross it out and write your new answer beside it.

Make any notes or calculations on the Test Booklet. Write only your answers on the Answer Sheet.

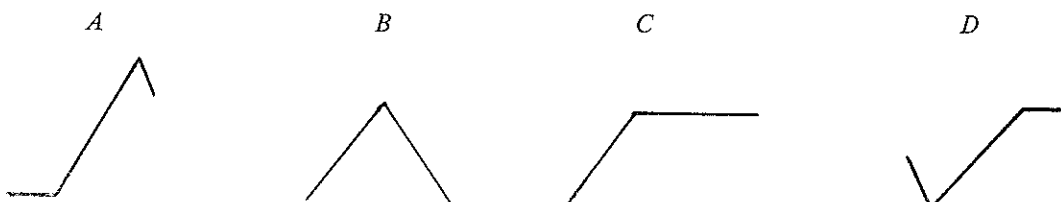
NOW look through this examination paper but **do not start writing** until the supervisor tells you to do so.

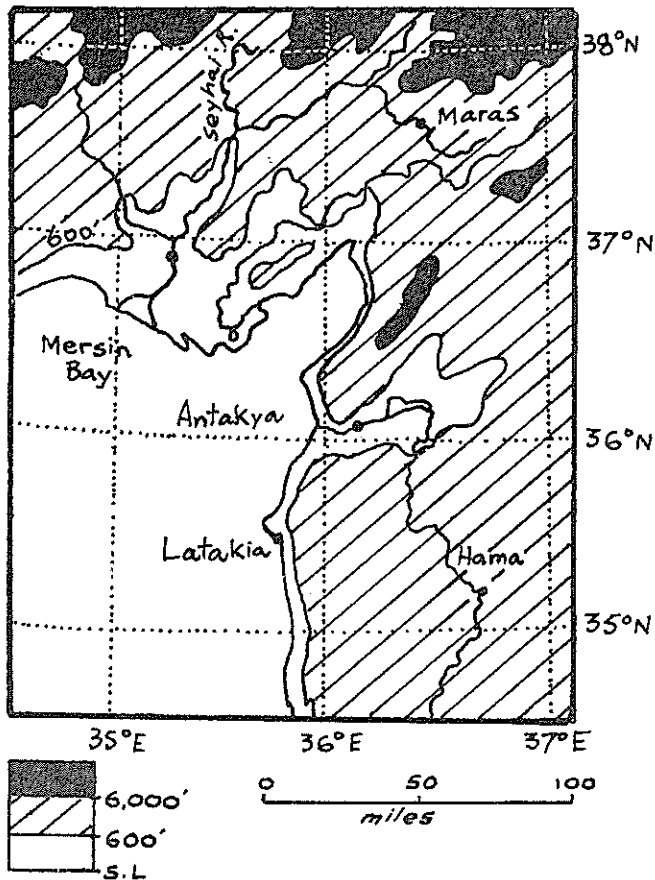
Questions 1–6.

Take your seat in the unadorned hall, resonant with the unchanging drone of the tambura, the basic single-stringed instrument. The dancer bows to you, stands motionless for a moment, then clicks her fingers lightly to the tabla player's tones which grow more and more irresistible. She comes forward and bends as though to kiss the feet of the guru, who is seated at your side. She waits silently for an instant, about to begin her dance. She begins . . . . When, at a sign from the guru, she stops, you do not know whether she has been dancing for half an hour or an hour. She could have gone on all day, with more and more intricate steps, seemingly improvised, never weary, never frenzied, never mechanical but on the contrary with increasing physical control and ever-growing rapture.

(Georges Fradier)

1. The dancing conveyed to the writer a sensation of
  - A frenzy.
  - B timelessness.
  - C tedium.
  - D turbulence.
2. The writer implied that the dancer
  - A danced with mechanical precision.
  - B was made to follow every whim of the guru.
  - C acted in a frenzied and uncontrolled manner.
  - D carried out her sequences as they had been rehearsed.
3. This passage is notable chiefly for its
  - A suspense.
  - B sense of contrast.
  - C continuous action.
  - D technical vocabulary.
4. The style of the passage can best be described as
  - A graphic.
  - B mechanical.
  - C romantic.
  - D metaphorical.
5. When the writer said the hall was “resonant”, he meant that it
  - A was filled with the sound of the tambura.
  - B re-echoed the tambura's drone too loudly.
  - C reproduced musical sounds poorly.
  - D reverberated with the sounds of the tambura.
6. If you were to draw a line to depict the pace of the passage, it would look approximately like which one of the following ?





Questions 7-10 are based on this map.

7. The latitude and longitude of Hama is
- A 35° 11' N. 36° 41' E.
  - B 36° 49' N. 37° 19' E.
  - C 35° 49' N. 36° 19' E.
  - D 36° 11' N. 37° 41' E.
8. Which of the following statements best describes the coastal area ?
- A The river meanders through hundreds of square miles of rolling plainlands bordering Mersin Bay but flows through narrower valleys in the South-East.
  - B The coastal plain, which is small in area, is more extensive on the shores of Mersin Bay than elsewhere.
  - C Stretching some 70 miles into the hinterland, the coastal plain rises abruptly to a plateau area, particularly in the North.
  - D The plain is narrow around Latakia and becomes more extensive in the deltaic area around Mersin Bay.
9. A bewildered crow is caught in a dust-storm at Hama and loses its bearings. Flying in a straight line, it flies 100 miles in a north-westerly direction, veers due north for 50 miles, swings south-westerly for 75 miles, continues due east for a further 50 miles, then heads due south for 70 miles. It is then closest to the town of
- A Hama.
  - B Latakia.
  - C Antakya.
  - D Maras.
10. A place which is east of another place is ahead of it in time, a place which is west of another place is behind it in time. Since 1° of longitude is equivalent to 4 minutes of time, we know that the time at Antakya, as compared with the time at London (longitude 0°), will be
- A behind by 36 minutes.
  - B ahead by 36 minutes.
  - C behind by 144 minutes.
  - D ahead by 144 minutes.
  - E the same.

Questions 11-17.

Read carefully the following passage which is taken from the report of a surgeon, John Robertson, given before the Committee on the Health of Towns, 1840. Then answer questions 11-17 which follow it.

Until twelve years ago there was no paving and sewerage Act in any of the townships ; even in the town of Manchester, containing in the year 1831 over 142,000 inhabitants, this was the case ; and the disgraceful condition of the streets and sewers during the cholera epidemic you have no doubt learned. At the present time the paving of the streets proceeds rapidly in every direction, and great attention is given to the drains.

Manchester has no Building Act, and hence, with the exception of certain central streets, each proprietor builds as he pleases. New cottages, with or without cellars, huddled together row behind row, may be seen springing up in many parts. With such proceedings as these the authorities cannot interfere. A cottage row may be badly drained, the streets may be full of pits, brimful of stagnant water, the receptacle of dead cats and dogs, yet no one may find fault. The number of cellar residences is very great in all quarters of the town . . . How can a hole underground from 12 to 15 feet square admit of ventilation so as to fit it for human habitation ?

We have no authorized inspector of dwellings and streets. If an epidemic disease were to break out, as happened in 1832, the authorities would probably order inspection (of homes and streets), but it would be merely by general permission, not of right.

So long as this and other great manufacturing towns were prosperous, every fresh addition of operatives found employment, good wages, and plenty of food ; and so long as the families of working people are well fed, it is certain they maintain their health in a surprising manner, even in cellars and other close dwellings. Now, however, the case is different. Food is dear, labour scarce, and wages in many branches very low ; consequently, as may be expected, disease and death are making unusual havoc.

Manchester has no public park or other grounds where the population can walk and breathe the fresh air. New streets are rapidly extending in every direction and so great already is the expanse of the town, that those who live in the more populous quarters can seldom hope to see the green face of nature. . . . Every advantage of this nature has been sacrificed to the getting of money in rents.

11. Which THREE of these possible measures to remedy the situation were suggested by Robertson ?

- A That municipal authorities be empowered to enforce certain minimum standards of hygiene.
- B That it is the government's duty to ensure that the people are properly fed.
- C Provision should be made for public parks and recreation areas.
- D That building operations within a town be regulated.
- E That domestic animals be prevented from dying in stagnant water.
- K That the rapid expansion of industrial towns ought to be prevented by the authorities.

12. Which TWO of these attitudes widespread in early 19th century England would not be generally accepted in our community to-day ?

- A Government interference with private enterprise is an attack on liberty.
- B Building speculators are quite at liberty to make fortunes.
- C New buildings may be erected when there are no sealed roads.
- D A new housing settlement need not contain a public park.
- E Wage rates and living conditions are outside the function of government.

13. FOUR of the statements listed below help to explain the high death rate in towns like Manchester in the early 19th century. Use the information contained in Robertson's report to help you to select the FOUR, and on your answer sheet write the letters which correspond to them.

- A The doctors were hopelessly ignorant and showed no concern about public health.
- B The rapid growth of industry had caused towns to be over-populated.
- C The relationship between living conditions, personal hygiene, and the incidence of disease had yet to be fully understood.
- D The working class were at all times underfed, down-trodden, and lacked the vote.
- E Facilities for ensuring proper standards of public health were, by our standards, non-existent.
- K Since bacteria had yet to be discovered as the main cause of disease, town authorities realized that they could do nothing about epidemics.
- M People had a lower expectation of life than now, and so were not upset by the high death rate.
- S The outbreak of epidemics led to some improvements but the concept of government regulation of public health was not yet accepted.

Questions 14–17.

In answering questions 14–17, you are to assume that the details given in Robertson's report are accurate.

For each of the following four statements 14–17 mark, in the space provided on your answer sheet,

*T*—if the data alone are sufficient to make the statement true.

*PT*—if the data alone are sufficient to indicate that the statement is probably true.

*B*—if the data alone are not sufficient to indicate whether there is any degree of truth or falsity in the statement.

*PF*—if the data alone are sufficient to indicate that the statement is probably false.

*F*—if the data alone are sufficient to make the statement false.

14. The surgeon was unaware of the importance of ventilation in the maintenance of good health.
15. The actual relationship between lack of hygiene and the incidence of infectious disease due to bacteria had yet to be realized.
16. The Manchester municipal authorities chose to ignore the relationship between poor drainage and infectious disease.
17. By 1830, the main streets had been paved.

Questions 18–20.

Robertson proposed that building operations should be regulated by municipal authorities. This suggestion would have been received in various ways by his fellow citizens. For each person mentioned in questions 18–20 below, select the attitude which best matches the type of person, and write the corresponding letter on your answer sheet.

Type of PersonAttitudes to Robertson's Proposal

- |   |   |
|---|---|
| 18. A very conservative country landowner.          | <i>A</i> An alarmist policy likely to raise production costs.                                       |
| 19. A building speculator hoping for quick profits. | <i>B</i> A most beneficial way of reducing public distress.   |
| 20. A bureaucratic town councillor.                 | <i>C</i> An unnecessary extension of legislative power.   |
|   | <i>D</i> An excessive concern for worldly matters at the expense of the people's spiritual welfare. |
|   | <i>E</i> An unwelcome interference by the authorities and likely to increase rents.                 |
|   | <i>K</i> A long overdue step towards compelling the observance of law and order.                    |

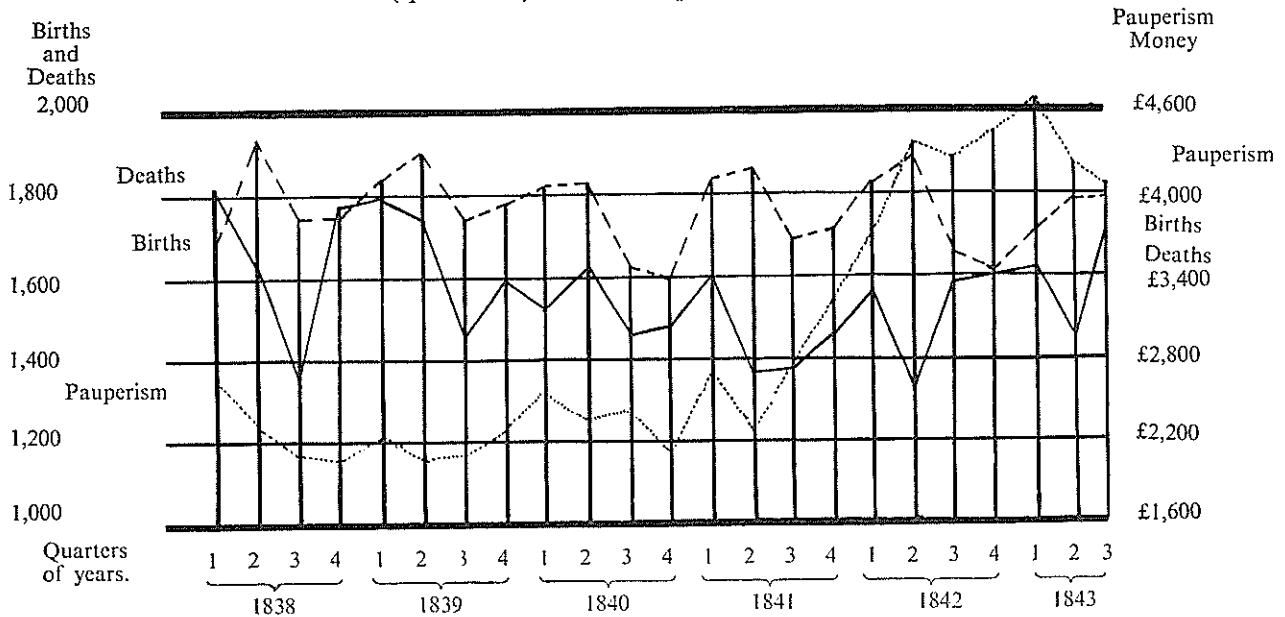
## Questions 21-24.

CHART OF THE RISE AND FALL in the Amount paid per Quarter to the OUT-DOOR POOR of the Manchester Union, and of the number of BIRTHS AND DEATHS in each Quarter ; showing also the Seasonal variation of DEATHS for the Years 1838 to 1843 :—

SCALE : ..... (dotted line) 1 vertical space = £600.

———— (black line) 1 vertical space = 200 Deaths.

----- (spaced line) 1 vertical space = 200 Births.



The line of pauperism was supplied by Mr. Royston, one of the clerks in the office of the Manchester Union. (The last quarter for 1843 is not given in his Chart.)

21. The death rate, as indicated by the graph, reached its lowest point in
- June, 1838.
  - March, 1843.
  - June, 1842.
  - September, 1840.
22. If you were trying to assess the reliability of the data provided by the graphs, which one of the following questions would you consider of LEAST importance?
- Were all cases of birth and death duly registered?
  - Was the Manchester Union fairly representative of the working class population?
  - What was the cause of death in each instance?
  - Had the information been compiled competently and accurately?
23. A clerk employed by the Manchester Union advanced the conclusion that "if any connexion between pauperism be exhibited by this chart, it is that the years possessing the largest amount of pauperism have actually the least mortality . . ."

This view

- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"> <li>lends some support to</li> <li>directly opposes</li> <li>casts some doubts on</li> <li>fully supports</li> <li>bears no relation to</li> </ol> | } | Robertson's theory on the cause of the high death rate in Manchester. |
|---|---|---|

24. Your examination of the chart would lead you to support which one of the following conclusions ?

- A* The information provided by the chart makes us doubt that an increase in economic distress automatically pushes up the death rate. The behaviour of the graphs suggests that an element of coincidence may have influenced Robertson in formulating his theory. At several points his argument is proven false.
- B* All the evidence supports the surgeon's theory since the death rate for this six-year period does show a constant connexion with the amount of poverty. Look at the graphs relating to the years 1838 and 1839 for instance. Furthermore, Robertson was, after all, a medical man and naturally was able to interpret the evidence more skilfully than any clerk.
- C* We may safely disregard the evidence provided by the chart for we know that people at this time were ignorant of the true cause of disease. Until the existence of bacteria was discovered, so-called medical men and others would readily offer all sorts of wild guesses. Their lack of scientific method has been clearly demonstrated and we may safely ignore their opinions.
- D* A look at the birth rates for these years is more than justified. Since birth must precede death, we need to examine why the birth rate fell away in the years following a rise in the number of deaths. Therefore, some relationship must be discovered between birth, death, and the amount of poverty. Otherwise the chart provides no useful information.





Cartoon X



Cartoon Y



Cartoon Z

The three cartoons opposite and above relate to social conditions in English cities of the mid-19th century and are taken from issues of the London "Punch" of that period. The next two questions 25 and 26 are based on them.

25. The cartoon which would best support Robertson's claim that pauperism and mortality are closely related is Cartoon — .
26. Which ONE of the following points is NOT implied in Cartoon Z ?
- A The working man was very badly housed and was undernourished.
  - B Even the honest labourer was unable to earn an adequate living.
  - C More hygienic living conditions would have reduced disease.
  - D Life was so hard for the poor that death proved a welcome release from it all.

Questions 27–30.

							Average Age of Total Deaths.		
							Lancaster Town.	Caton.	Arkholme.
Gentry .. .. .	..	..	..	..	..	..	50·26	35·53	64·66
Tradesmen and Farmers ..	..	..	..	..	..	..	32·1	46·05	42·62
Skilled and Unskilled Workers ..	..	..	..	..	..	..	25·15	33·76	35·48
Totals .. .. .	..	..	..	..	..	..	27·87	37·27	40·52
							Average Age of Deaths above 21 years.		
Gentry .. .. .	..	..	..	..	..	..	61·3	56	64·66
Tradesmen and Farmers ..	..	..	..	..	..	..	53·88	64·48	65·51
Skilled and Unskilled Workers ..	..	..	..	..	..	..	53·55	61·9	60·43
Totals .. .. .	..	..	..	..	..	..	54·44	62·28	63·74
							Proportion per Cent. of Deaths from Epidemics.		
Gentry .. .. .	..	..	..	..	..	..	5·92	11·76	..
Tradesmen and Farmers ..	..	..	..	..	..	..	13·13	8·04	5·08
Skilled and Unskilled Workers ..	..	..	..	..	..	..	18·44	7·61	2·56
Totals .. .. .	..	..	..	..	..	..	16·77	10·06	3·96

The above table was drawn up from the registers of deaths in the six years ending the 30th June, 1844. The figures relate to the large industrial city of Lancaster and two small neighbouring towns—*Caton* (partly agricultural) and *Arkholme* (entirely agricultural).

Study the table and, assuming the data given to be reliable, for each of the four statements 27–30 mark, in the space provided on your answer sheet,

*T*—if the data alone are sufficient to make the statement true.

*PT*—if the data alone are sufficient to indicate that the statement is probably true.

*B*—if the data alone are not sufficient to indicate whether there is any degree of truth or falsity in the statement.

*PF*—if the data alone are sufficient to indicate that the statement is probably false.

*F*—if the data alone are sufficient to make the statement false.

27. Residents of Lancaster Town lived longer than residents of Arkholme.
28. The gentry in Arkholme, on the average, lived longer than the upper classes in the other two towns.
29. More people died from epidemics in Caton and Arkholme than in Lancaster Town.
30. The high death rate was due to the great increase in pauperism.

Questions 31–37.

A skilled reader should be able to recognize words, phrases, and sentences that indicate the writer's plan. An introductory sentence sets the stage for a discussion; a transitional sentence denotes a change of thought or a new point; a concluding sentence adds finality to what has been written. For the following seven statements 31–37, if a sentence is introductory, write *A* on your answer sheet; if transitional, *B*; if concluding, *C*; and if none of these, *D*.

31. This essentially is what we set out to accomplish.
32. In comparing modern with ancient manners as is our task, we would do well to define what we mean by "manners".
33. If there is to be another war, then the purpose of this meeting cannot be stressed enough.
34. Caste in its earlier phases also helped to mitigate the economic conflicts which so sharply divided 19th century Europe.
35. Sometimes a professional organization also takes over the affairs of the industry in its own country.
36. The text is therefore imposed a little above the optical centre of the page, whilst the nominal inner and side margins will be equal.
37. A somewhat similar technique is being used to develop a cure for the common cold.

Questions 38–42.

As the world is a sphere, it is impossible to map a region accurately, in all respects, on a flat surface. We can, however, produce maps which are accurate in some aspects. Some of these are maps in which

- A relative areas are accurately represented.
- B the bearing (e.g., North-West) of one point from another is accurately represented.
- C the parts of the region retain their correct shape.
- D distances between various points are to scale.

For each of the following purposes 38–42, decide which one of the properties is most important in selecting the map to be used, and write its letter in the appropriate space in the answer sheet.

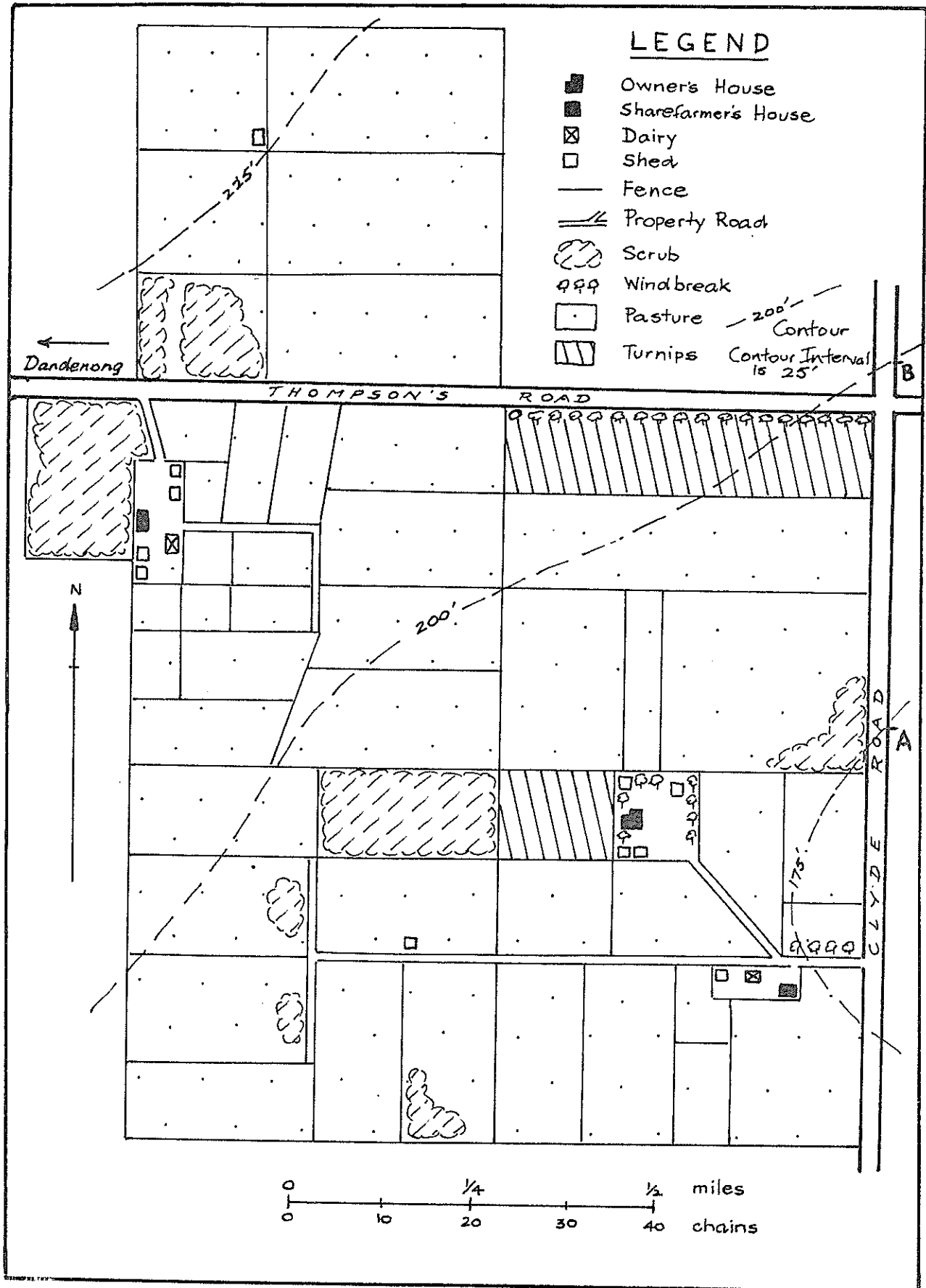
- 38. A map to show population density.
- 39. A map for use by ships at sea.
- 40. A map to show vulnerability of parts of North America to missile attack from U.S.S.R.
- 41. A map showing the distribution of crops.
- 42. A map to show air communications between Australia and the rest of the world.

Questions 43–48.

I have always had this feeling of the inefficacy and slow progress of intellectual compared to mechanical excellence, and it has always made me somewhat dissatisfied. It is a great many years since I saw Richer, the famous rope-dancer, perform at Sadler's Wells. He was matchless in his art, and added to his extraordinary skill exquisite ease, and unaffected, natural grace. I was at that time employed in copying a half-length picture of Sir Joshua Reynolds'; and it put me out of conceit with it. How ill this part was made out in the drawing! How heavy, how slovenly this other was painted.

(W. Hazlitt, "The Indian Jugglers".)

- 43. The writer shows concern over
  - A his inability to perform on the tight-rope.
  - B the comments of Sir Joshua Reynolds on his painting.
  - C the lack of great thinkers at that time.
  - D the comparatively slow improvement of the intellect.
- 44. When the writer saw Richer's act, he
  - A became disgusted with his own artistic efforts.
  - B considered Richer superior to Sir Joshua Reynolds.
  - C was stimulated by Richer's powers of reasoning.
  - D destroyed the work he had been doing.
- 45. The writer contrasts physical dexterity and
  - A natural grace.
  - B mental maturity.
  - C mechanical excellence.
  - D artistic proficiency.
- 46. We may infer that, had Richer performed as the writer had painted, he (Richer) would probably have been
  - A announced as a great discovery.
  - B seriously or fatally injured.
  - C suspicious of his sudden success.
  - D employed by Sir Joshua Reynolds.
- 47. The method employed by the writer is to
  - A pretend to believe mechanical skill is of supreme importance.
  - B present his case by analogy and reference to his own inadequacy.
  - C appeal to the emotions of his readers.
  - D denounce manual skills as inferior to mental development.
- 48. The style of the passage may best be described as
  - A ironic.
  - B idiomatic.
  - C argumentative.
  - D self-contradictory.



This map represents a farm. Questions 49–53 can be answered by referring to it.

49. If you travelled along Clyde Rd. from the corner of Thompson's Rd. and Clyde Rd. to the entrance of the farm you would be approximately

- |          |            |                          |
|----------|------------|--------------------------|
| <i>A</i> | 25' higher | } than when you started. |
| <i>B</i> | 25' lower  |                          |
| <i>C</i> | 50' lower  |                          |
| <i>D</i> | 50' higher |                          |

50. The area of land under turnips is

- A* 400 sq. chains.
- B* 425 sq. chains.
- C* 625 sq. chains.
- D* 525 sq. chains.

For question 51, you may work out your answer on this Test Booklet. On your answer sheet, write the letter which corresponds to your answer.

51. The distance between *A* and *B* is . . . chains. If we multiply this by 66 we then know it is . . . feet. The land between *A* and *B* rises by . . . feet. Therefore, the gradient is a ratio of approximately

- A* 1 : 25.
- B* 1 : 40.
- C* 1 : 105.
- D* 1 : 125.
- E* 1 : 260.

52. The total area of the farm is approximately

- A* 5 sq. miles.
- B*  $1\frac{1}{4}$  sq. miles.
- C*  $1\frac{1}{2}$  sq. miles.
- D* 3 sq. miles.

53. From the information contained in the map, we know that the owner of the farm

- A* owns a considerable amount of farm machinery.
- B* is able to remain away from the farm for considerable periods.
- C* is proud of his well-ordered property.
- D* has the reputation of being generous to his family and friends.

#### Question 54.

54. Freddie Trueman, the English fast bowler, blamed closely-mown pitches and the new "front foot" rule for his difficulty in finding form. Had he been able to do so, he would have opposed the introduction of these changes.

Trueman's opposition to these changes can best be described as

- A* maintaining a vested interest.
- B* keeping tradition intact.
- C* showing respect for the rules as originally laid down.
- D* an example of the stubbornness for which Yorkshiremen are noted.

55. A man once wrote : "It is not important to be fair and honest, but it is important to appear to be fair and honest."

The main point that the writer was making is that

- A* everybody should be honest.
- B* people only like you if they think you are fair and honest.
- C* appearances can be deceiving.
- D* it's what people think you do that matters.

Questions 56-67.

*Extracts from the Journal of Glebe National School, N.S.W., 1862-1867*

1. 1862. 1st May. School opened this day with the following staff of teachers :

J. Buckland, IIB Master.  
J. Ryan, IIB Mistress.  
M. J. Gray, Pupil Teacher 4th year.  
S. Woodford, Pupil Teacher 3rd year.  
E. Wilson, Pupil Teacher 2nd year.

There were present at the opening 69 boys, 55 girls, total 124. The children were troublesome in the playground.

2. 2nd May. School duty commenced at 9.15. At 4.15 the children were dismissed. The girls had a sewing lesson in the afternoon. The pupil teachers had a reading lesson, duration one hour. J.B.

3. 27th June. Report upon Pupil Teachers. The pupil teachers have been punctual, diligent, persevering, and obedient. They were examined at Fort Street Model School on the 24th instant. Miss Woodford was sick on the 25th, but resumed her place on the 26th instant. She complained of the heaviness of her duty and of the difficulty of discharging it satisfactorily. The number of children present in her class is generally over 60, their ages ranging from two to seven years.—James Buckland.

4. 26th June, 1863. Examined Lesson Registers, and found that Mr. Palmer has not given the lesson of the time-table and programme, but has instead told the children tales, for instance, Sinbad the Sailor. Talked to him seriously ; told him that he must give the lessons of the programme and time-table.

5. 21st August. Cautioned Mr. Palmer for giving an oral lesson at a time when he should have given a silent one.

6. 28th. Gave orders for the various motions for passing slates, pencils, &c., in the 2nd class, in presence of Mr. Palmer, and informed him again that he must keep up the practice, as it tends to disorder and confusion to adopt any other course, the pupils having been drilled into the practice for the last fifteen months.

7. 20th October. Told Miss Russell I could not allow her to box the infants' ears or smack their faces.

8. 16th March, 1864. School closed at noon for the Grand Cricket Match.

9. 9th May. Talked with Mr. Palmer respecting the unsatisfactory state of his class, and also respecting a complaint by Mrs. Munro of his having struck her little boy on the head and thereby causing him to be ill for three days.

10. 7th September, 1864. Mr. Palmer after being repeatedly cautioned and reprovved respecting striking the pupils has twice struck one of the girls of his class (name Smith) for which I feel compelled to report him. Talked with him, he told me he had done his best.

11. 15th. Mr. Gardiner instituted an inquiry into Mr. Palmer's case. Mr. Palmer's father was present by the consent of Mr. Gardiner and Mr. Buckland.

12. 20th. Received a letter from the Board of National Education stating the Board has dispensed with Mr. Palmer's services.

13. 20th November, 1867. Miss Galbraith gave Cassy Buckland nine stripes on her hands during the reading lesson yesterday, because she could not spell the difficult words of the lesson ; her mamma states, that her hands were much swollen and discoloured, that she could not take her dinner or be pacified, and that she could not send her to school in consequence. Her hands were discoloured in the evening when I saw them.

14. 22nd November. Elizabeth Smith, a pupil in Miss Galbraith's class, having been sent by Miss Galbraith to get the cane that she might cane her for laughing, took her hat and left the school. This is the third instance of the kind within the last few weeks.

Questions 56-61.

Each of the above entries taken from the Journal of Glebe National School (1862-67) is numbered. Study the extracts and in column 1 on your answer sheet write, for questions 56-61,

*T*—if the data alone are sufficient to make the statement true.

*PT*—if the data alone are sufficient to indicate that the statement is probably true.

*B*—if the data alone are not sufficient to indicate whether there is any degree of truth or falsity in the statement.

*PF*—if the data alone are sufficient to indicate that the statement is probably false.

*F*—if the data alone are sufficient to make the statement false.

In column 2 on your answer sheet write the number of the entry above which provides the information necessary for your decision. If the previous answer was "B", leave the space in column 2 blank.

56. The school was under the control of the N.S.W. Education Department.
57. The pupils were taught in large classes.
58. Free movement and expression by pupils in the class-room were encouraged.
59. The headmaster had the power to dismiss any teacher.
60. Teachers were poorly paid and overworked.
61. Truancy among pupils was common.
62. The classwork at the Glebe School for the six-year period was characterized by which ONE of the following ?
- A* Resentment by parents of the use of corporal punishment.
  - B* Strict and effective administration by the headmaster.
  - C* Quiet and interested student response.
  - D* Stern regimentation and established routine.
  - E* Zealous and skilful teaching.
  - K* Diligent, persevering, and obedient behaviour by pupil teachers.

Questions 63–66.

Statements *A–K* listed below were made at the inquiry into Mr. Palmer's case.

- A* Zealous and hard-working but obstinate.
- B* Lacking in the necessary qualities for teaching.
- C* Punctual and persevering but over-fond of corporal punishment.
- D* Unable to control his temper or his class.
- E* Too young and inexperienced to cope with such responsibility.
- K* Unco-operative and unwilling to accept sound advice.

Amongst those who attended the inquiry were the following people :

Mr. Buckland, Mrs. Munro, Mr. Palmer (Snr.), Mr. Gardiner.

In answering questions 63–66, refer to statements *A–K* listed above, entering the appropriate letter in the space provided on your answer sheet.

63. Which one of the statements was most likely to have been made by Mr. Buckland ?
64. Which one of the statements was most likely to have been made by Mrs. Munro ?
65. Which one of the statements was most likely to have been made by Mr. Palmer (Snr.) ?
66. Which one of the statements was most likely to have been made by Mr. Gardiner ?

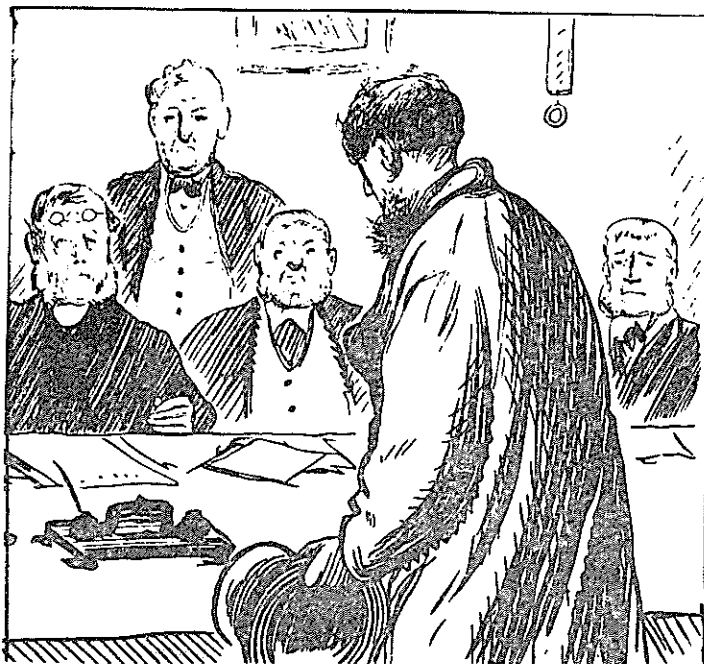


Question 67.

The illustrations relate to elementary education during the eighteen-sixties. Study them carefully and then answer question 67.

*Appointing a Teacher.*

Sunday



Monday

67. In the illustrations, the main implication is that

- A Appointment Boards often met in church buildings.
- B anyone could get a job as a teacher.
- C selecting a teacher was a serious and painstaking business.
- D clergymen managed the schools of this period.
- E only respectable people were considered for teaching positions.

Questions 68–74. are based upon the information contained in the charts on page 17.

68. Choose the combination of charts which best illustrates the statement.

*Statement :* Chinese citizens of Malaya and Singapore tend to be the merchant group.

- A Charts 1 and 2.
- B Charts 2 and 3.
- C Charts 2 and 4.
- D Charts 1 and 4.
- E Charts 3 and 4.

69. In Malaya and Singapore the population distribution is most strongly related to

- A the build of the peninsula.
- B the cultivation of rice.
- C the river pattern.
- D the distribution of the Indian community.

70. Using ONLY the information contained in the charts, we can conclude that

- A rubber and rice cultivation are conducive to the development of large towns.
- B Malayan citizens do not like high altitudes.
- C the town population will be predominantly Malay.
- D the Malayan population is distributed predominantly in the rural areas.

Questions 71–74.

Using ONLY the information contained in the four charts, for each of the statements 71–74 on page 17 mark, in the space provided on your answer sheet,

- T—if the data alone are sufficient to make the statement true.
- PT—if the data alone are sufficient to indicate that the statement is probably true.
- B—if the data are not sufficient to indicate whether there is any degree of truth or falsity in the statement.
- PF—if the data alone are sufficient to indicate that the statement is probably false.
- F—if the data alone are sufficient to make the statement false.

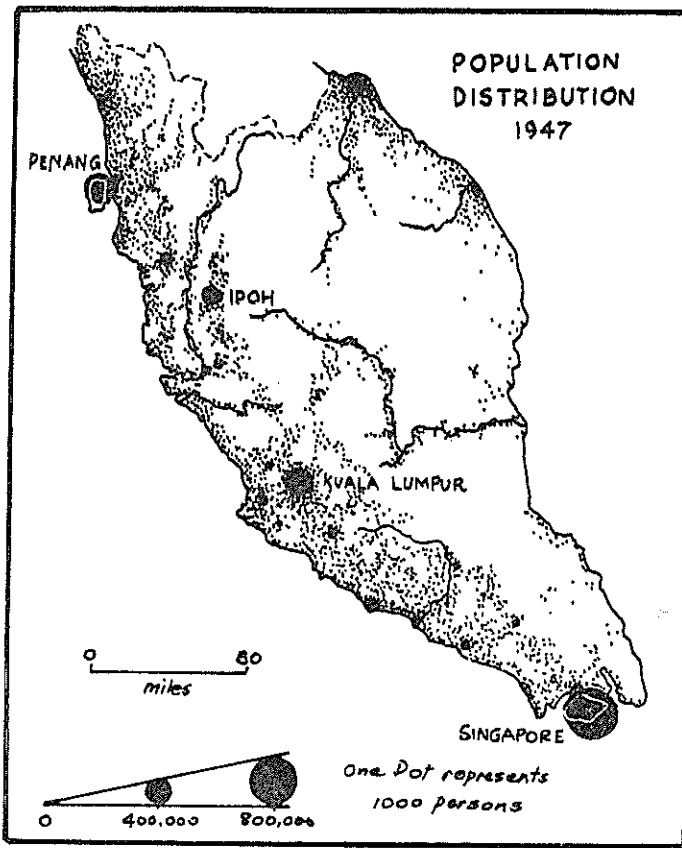


Chart 1

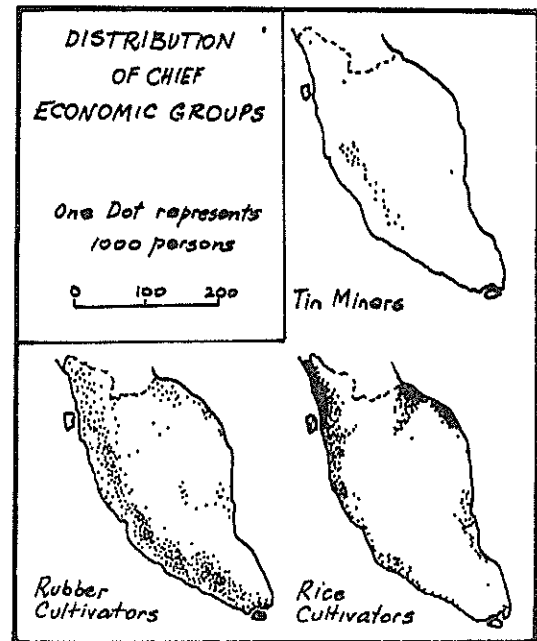


Chart 2

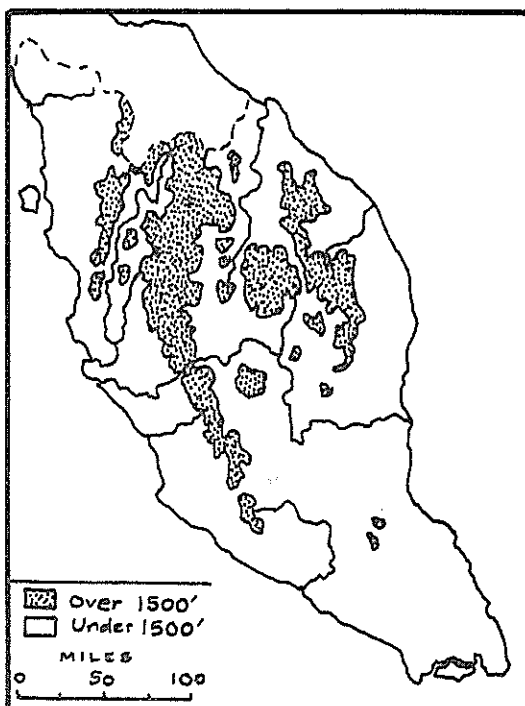


Chart 3

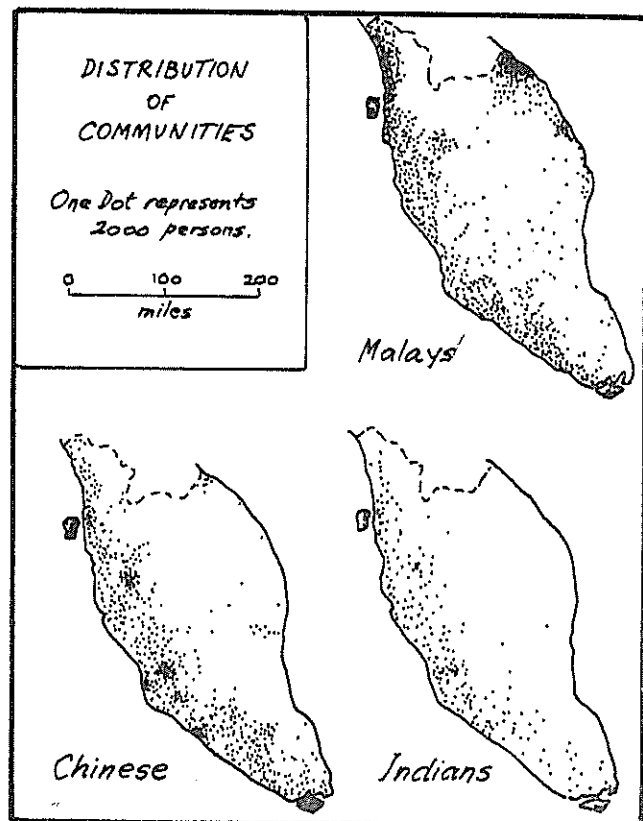


Chart 4

71. Most rubber plantations are owned by Malays.
72. In Malaya, there are more Indian babies than Malay babies.
73. After any general election, most representatives in the Singapore parliament will be Chinese.
74. The main centre of population of the region shown in the charts is on the western side of the mountains.



75. The illustration shows part of Singapore. On your answer sheet write the letters corresponding to the TWO items of information set out below which CANNOT be inferred from the illustration.

- A Singapore is a city of high population density.
- B Singapore was once ruled by Great Britain.
- C Fishing is an important means of livelihood in Singapore.
- D Residents of Singapore have a low standard of living.
- E There are modern buildings and wide, paved streets.

Questions 76–80.

The following advertisement appeared in an Australian newspaper.

ADVERTISEMENT

1. Do you 'never read advertisements'? Psychologists will tell you that, nevertheless, you are influenced by them. And economists will add that they perform a very necessary function in society. Assuming this, we're left with the aesthetic problem . . .

2. SHOULD ADVERTISING ENTERTAIN ?

3. A bald statement of the facts—or an attractive presentation that invites attention? Some of our readers, at least, prefer the latter. They've turned writing advertisements into a parlour game—and send us the entertaining results !

4. This is—as you may have already guessed—an advertisement for the New Framlingham Mark V fully automatized washing machine. Like our correspondents, you may have seen our previous advertisement. And enjoyed (we hope) the way they attempt to present the facts about the New Framlingham and, at the same time, illustrate some of the very tangible benefits of owning a machine.

5. It's nice to have the public so much on our side that they amuse themselves—and gratify us—by suggesting fresh ways to spread the good news. Of course, not all Framlingham owners express their appreciation in this way. Some just write us very flattering letters.

6. Others tell their friends about the machine (perhaps when they are having a 'coffee morning'), and give personal demonstrations of its effectiveness. Their clothes are proof of the gentleness of the Mark V, that it can't hurt clothes as less carefully manufactured machines do. In fact, 34 per cent. of all Mark V's are sold as a result of private encounters and direct recommendations.

7. But what if you haven't a washing machine, or the opportunity to see one in action in a friend's home? It's your right to know—and our pleasure to tell you—the facts that can lead to a permanent reprieve from wet hands. Therefore, the facts.

ILLUSTRATION OF  
THE NEW FRAMLINGHAM  
MARK V WASHING  
MACHINE

Awarded the Certificate of the National  
Association for Health and Hygiene.

76. The writers of the advertisement believe that their readers

- A prefer advertisements written with an attractive sense of humour.
- B feel friendly towards the writers.
- C read the New Framlingham Mark V advertisements regularly.
- D are able to write entertaining advertisements.
- E prefer reading advertisements which invite attention as well as present the facts.

77. Since this passage is an advertisement, which of the following statements is most likely to be true?

- A Framlingham owners express their appreciation of the virtues of the New Framlingham Mark V.
- B The writers of the advertisement write excellent prose.
- C This is not the first advertisement written about Framlingham machines.
- D The writers of the advertisement have visited owners of New Framlingham Mark V's.
- E A statement of facts cannot be "an attractive presentation that invites attention".

78. From the tone of the part of the advertisement shown we would expect that the remainder of it would most likely consist of

- A extracts from letters written by Framlingham Mark V owners.
- B a parade of the virtues of the New Framlingham Mark V.
- C an objective appreciation of the New Framlingham Mark V.
- D extravagant claims unsupported by evidence.
- E an emphasis upon the quality of engineering in the New Framlingham Mark V.

79. An unwritten implication in paragraph 5 is that

- A writing attractive advertisements is an amusing pastime.
- B all owners of Framlingham washing machines are appreciative.
- C flattering letters are received from some owners of the New Framlingham Mark V.
- D the advertising writers are pleased to receive suggestions from the public.
- E the public is in agreement with the writers of the advertisement.

80. From paragraph 1, a logical conclusion is that

- A what psychologists tell us must be true.
- B economists believe that advertisements perform a beneficial function in society.
- C even if you don't read advertisements you are influenced by them.
- D the only problem left to consider is the form that the advertisement should take.
- E the aesthetic problem in advertising is whether or not it should entertain.

Questions 81-87.

The shape of the Barchan or Crescent Dune . . . is distinctive. It may be described as a circular dome of sand, from the leeward side\* of which a big bite has been taken, leaving a steep slope of loose flowing grains in the form of a hollow semi-circle. The Barchan advances down-wind as a crescent with its two horns, each tapering to a point of sand on the ground, reaching out in front of it. The horns of a single Barchan may be as far apart as 400 yards, its maximum height may be 70 to 100 feet, and its weight something up to half a million tons.

Individual dunes of this type can exist by themselves many miles from their nearest neighbours and in country otherwise quite free from scattered sand grains; but it is usual for them to grow in colonies reaching down-wind in a broad belt, separated by shorter and shorter distances from one another as one goes towards the source of the sand, that is, toward the windward end of the colony. Here the individuals are packed so close together that they run into one another, but in all cases the characteristic crescent bite is preserved.

The Barchan consists of two simple surfaces, the dome and the concave surface of loose collapsing sand round the bite. The dune keeps its simple geometrical shape intact with extraordinary persistence even while it is on the move, and while it is passing over such large obstacles as rocks, small hillocks, and villages.

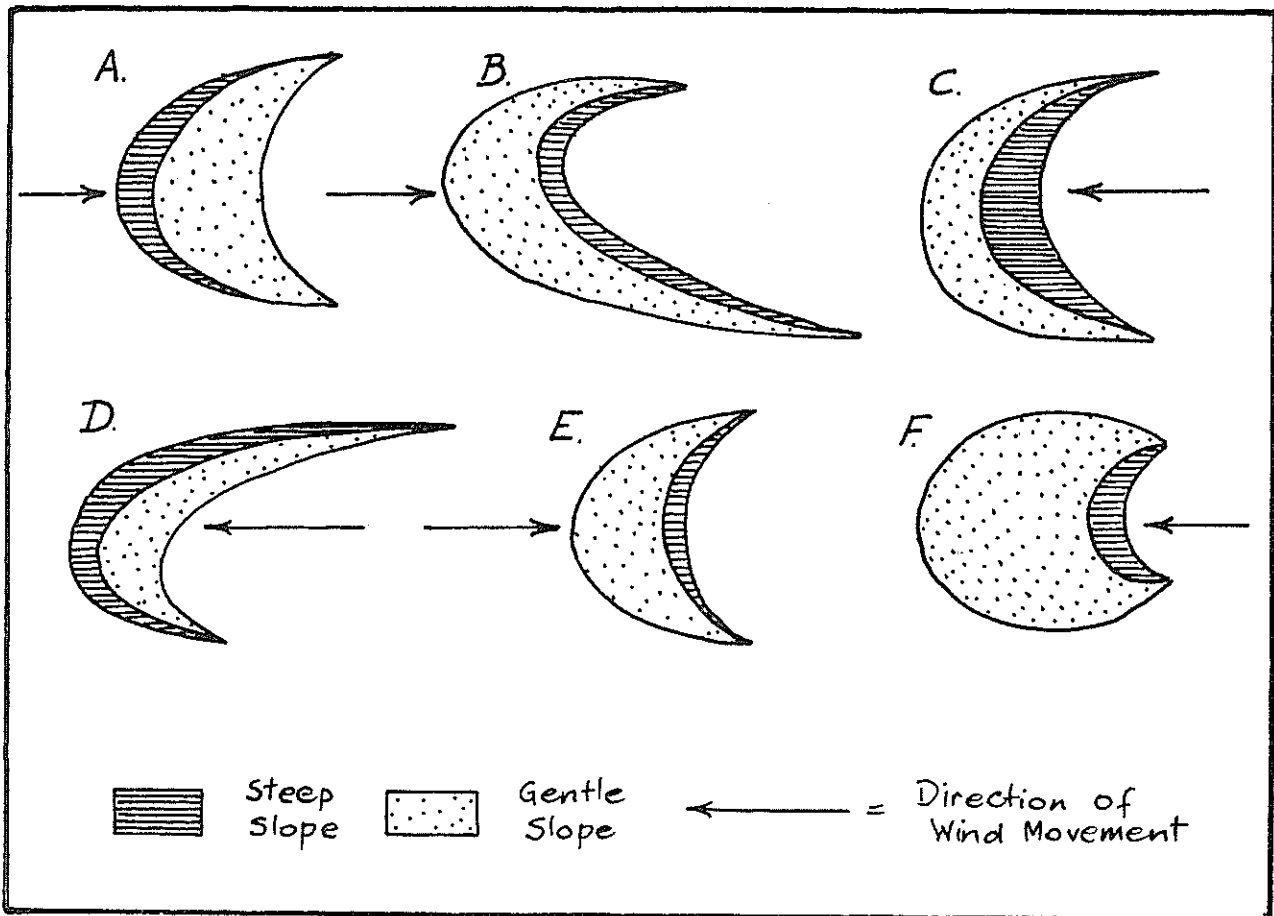
Some innate tendency, some unknown effect of the interaction of wind and sand, keeps the ends of the two widely separated horns exactly level with each other. One can imagine some consciousness sitting on the domed top like a charioteer, checking each of them in turn in their blind advance, with a pair of invisible reins.

[Bagnold, R. A. *Libyan Sands*. Hodder and Stoughton Ltd.]

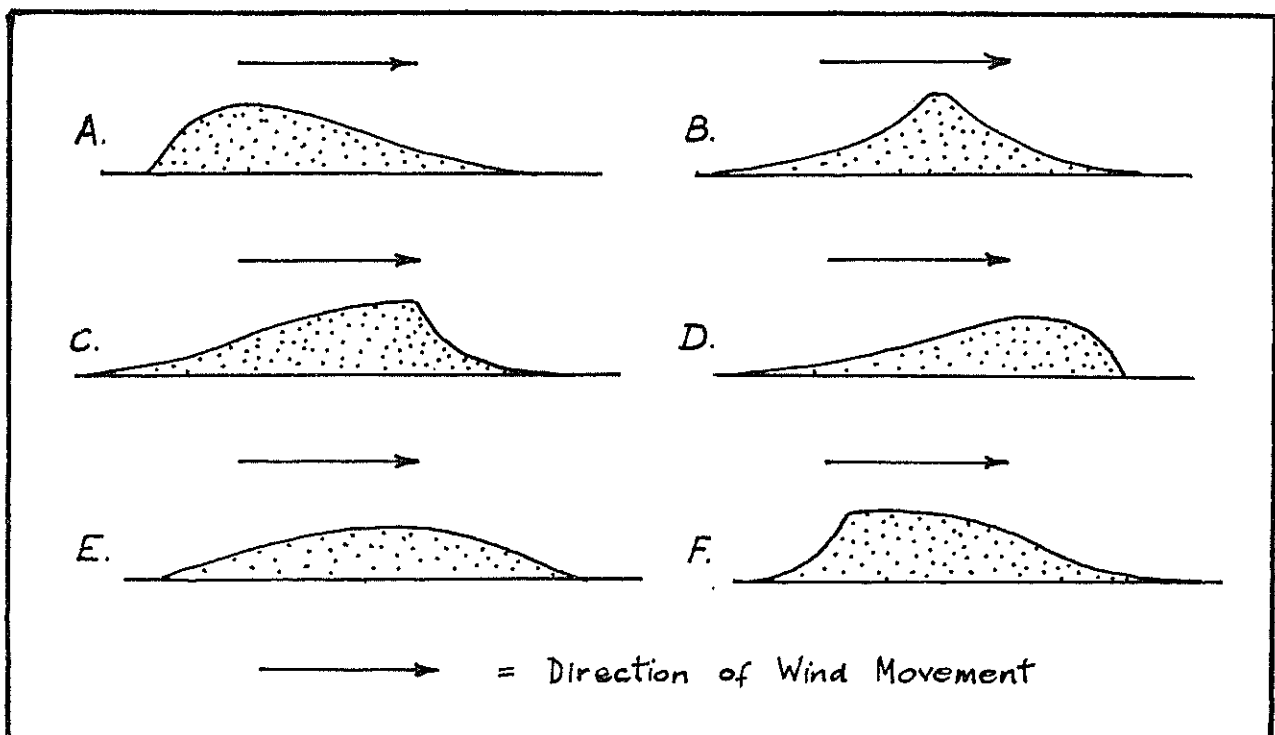
\* leeward side is the side opposite to the direction from which the wind is blowing.

81. Using ONLY the information contained in the passage, indicate which one of these descriptions best fits the area in which the Barchan Dunes are found.
- A A barren land, dominated by huge mounds of sand.
  - B A waterless waste, veneered by an uneven layer of sand.
  - C A tropical wasteland, shunned by man and beast.
  - D A desert wilderness, overwhelmed by sun and wind.
82. The chief impression the writer gives of the Barchan Dune is that it is
- A economically sterile.
  - B an infertile mass of sand.
  - C an almost living creature.
  - D geometrically perfect.
83. The term "in their blind advance" means that
- A the ends of the Barchan are part of a heavy dust-storm.
  - B no-one knows where the ends of the Barchan will finish up.
  - C the ends of the Barchan, unlike human beings, have no eyes to guide them.
  - D there is no brain controlling the direction in which the ends of the Barchan will go.
84. You are out in the desert, walking with the wind blowing on your back. You enter an area in which there are Crescentic Dunes. Within the next mile and a half you will expect to encounter
- A huge mounds of sand packed closely together but gradually decreasing in frequency.
  - B many large hillocks of sand clustered together.
  - C a number of huge mounds of sand, gradually increasing in size.
  - D the piling up of sand into evenly spaced domes from which large bites have been taken.
85. The ends of the dunes keep exactly level with each other. In the first sentence of the last paragraph, the discussion of this phenomenon by the writer is an example of
- A metaphorical explanation.
  - B superstitious belief.
  - C intellectual honesty.
  - D geographical speculation.
  - E experimental method.

86. Which one of the following diagrams best represents a Barchan Dune as seen from above?



87. If a straight cut were made through the middle of a Barchan Dune, in the same direction as the prevailing wind, the section would look most like which one of the diagrams below?





Questions 88-100.

The two passages on this page about the Norman Conquest of England in 1066 A.D. were written by Professors of History, both of them eminent and respected scholars. Read them carefully and then answer questions 88-100 which follow.

*Professor 1*

Let anyone who believes that the Norman Conquest led in every sphere of civilization to a rapid and satisfactory development, compare the neat silver pennies of the later issues of Edward the Confessor and the short reign of Harold Godwinson, with the shapeless ill-struck issues of Henry I, Stephen, and the early years of Henry II. A relapse into barbarism might rather be deduced from the comparison. For good or ill the Conquest was accomplished—but the more we study it, the less easy it is to acquiesce in the easy and comforting conclusion that all was for the best—that the survival of an English England must necessarily have been a disaster. We are told that the insular Church and State were alike decadent, and the failings of Archbishop Stigand are held up for disapproval, along with the misdeeds of Earl Tostig. But Stigand is a less hateful figure than Odo of Bayeux or Ralf Flambard, on whose characters as typical Norman prelates anyone might dilate who wished to set forth the opposite theory.

The optimist may hold that the future development of this realm under continental influences was so infinitely superior to what that development would have been under purely national influences, as to compensate England in the end for all that she suffered in and after 1066. But the breaking up of the old governing class, the general confiscation of estates, the trampling of the nation beneath the feet of an alien aristocracy, were a heavy price to pay for that problematical gain. Episodes like William's ravaging of Northumbria in 1069, whose after effects endured for whole centuries and surpassed everything that the Dane ever wrought, cause us to doubt the theory that paints the Norman as the spreader of civilization. Were the tyranny of Rufus, the grinding oppression of Henry I, the anarchy of Stephen, necessary stages in the evolution of a nation? Can the introduction of Wager of Battle be considered a happy juristic reform? May it not be said that William the Bastard turned England from her true line of development towards the sea—she was a great naval power when he found her—and involved her in that unholy game of gambling for French provinces which was not to end till the Hundred Years' War was over, after four centuries of wasted effort?

(Oman, Sir Chas. *England Before the Norman Conquest*, pp. 649-51. Methuen's History of England.)

*Professor 2*

The Norman Conquest of England was the outcome of a struggle, short and spasmodic in character, between a handful of adventurers and a decadent nation lying on the outer fringe of European politics, and though it nearly affected the interests of several powers it occasioned no general disturbance of international relations. In fact, if the importance of an event were to be measured by the commotion which it makes among contemporaries, the Norman Conquest might be regarded as of little moment in European history. None the less it is one of these events which stands as a boundary mark between two stages of civilization; and there is something more than accident in the rapidity with which, after the victory of Senlac, Europe emerges from the Dark Age into that splendid twilight which a large proportion of civilized humanity still prizes more highly than the morning light of the Renaissance or the mingled storm and sunshine of the Reformation. . . . When Harold fell beneath the Dragon Standard, the last stronghold of Teutonic law and institutions, of a liberty which had degenerated into licence, of an aristocracy who had outlived their function and their virtues, was opened wide for the entry of the Italian priest and the Gallic legislator.

(Davis, H. W. C. *England Under the Normans and Angevins*, pp. 1-2. Methuen's History of England.)

*Question on Passage 1*

88. In his second paragraph, Professor 1's purpose is to

- A show that the Norman Conquest brought in a period of barbarism.
- B cast doubt on the theory that ultimate benefits compensated England for her losses resulting from the Norman Conquest.
- C combat the belief that after the Norman Conquest England quickly emerged from the Dark Ages.
- D suggest that in and after 1066 England suffered a great deal, but that in the long run English development benefited.

*Question on Passage 2*

89. Professor 2 uses the term "splendid twilight"

- A to emphasize his attitude that the Norman Conquest promoted Europe's cultural development.
- B to show that the Norman Conquest set the commencement of a period of backwardness.
- C to draw an analogy between England of the Norman Conquest and Europe during the Renaissance.
- D to imply that during the period following the Norman Conquest there was a general development throughout Europe.

*Joint Questions*Questions 90-93.

For each of the statements 90-93 below, write in the answer space provided

- A if they are statements of fact which support the views of Professor 1.
- B if they are statements of fact which support the views of Professor 2.
- C if they are statements of fact which may be interpreted to either view.
- D if they are statements of an opinion more likely to be held by Professor 1 than by Professor 2.
- E if they are statements of an opinion more likely to be held by Professor 2 than by Professor 1.

Statement No.

- 90. William the Conqueror laid waste Northumbria.
- 91. Before the Norman Conquest, England was in a state of barbarism.
- 92. Archbishop Stigand's faults were less serious than those of Odo of Bayeux.
- 93. Before 1066, England was a great naval power.

Question 94.

In the answer space provided, write the letter of the conclusion which you consider best and the number of the reason which best supports the conclusion you have chosen.

Conclusions :

- A Professor 1 is certainly right,
- B Professor 2 is certainly right,
- C Professor 1 is more likely to be right than Professor 2,
- D Professor 2 is more likely to be right than Professor 1,
- E They are equally likely to be right,

BECAUSEReasons :

- (1) he gives more evidence to support his views.
- (2) he knows more facts.
- (3) he is giving the generally accepted view.
- (4) the facts are not in dispute, only the interpretation.
- (5) they are both professors of history.

Questions 95-100.

Consider carefully each of the statements below. Then, in column 1 on your answer sheet, write

- A if you think Professor 1 would be more likely to agree with the statement than to disagree.
- D if you think professor 1 would be more likely to disagree with the statement than to agree.
- X if it is not possible to come to any conclusion about the probability of his agreement or disagreement with the statement.

Similarly, in column 2, write

- A if you think Professor 2 would be more likely to agree with the statement than to disagree.
- D if you think Professor 2 would be more likely to disagree with the statement than to agree.
- X if it is not possible to come to any conclusion about the probability of his agreement or disagreement with the statement.

- 95. The Norman Conquest was a turning point in the history of England.
- 96. Civilization in England developed rapidly and satisfactorily after 1066.
- 97. In 1066, the continent was more civilized than England.
- 98. In 1066, England's future lay in naval development.
- 99. In 1066, English civilization was in decline.
- 100. French (Gallic) law in 1066 was superior to English.



